

## Determinants of Lecturer Performance and Lecturer Career Development at Muhammadiyah Universities in Eastern Kalimantan

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### Abstract

*Objective: Higher Education is an optional final stage in formal education, both in the form of Universities, Colleges, Polytechnics, Institutes and Academies, as well as one of the instruments of national education, which is expected to become a center for organizing and developing higher education as well as maintaining, fostering and developing science, technology, arts, and as a center for human resource development which is the spearhead in preparing human resources to be able to compete.*

*Theoretical framework: The study aims to analyze and prove the influence of competence motivation, organizational culture, and work environment on lecturer performance and career development of lecturers at the Muhammadiyah University of East Kalimantan Region and place gender to find differences between male and female lecturers in the relationship between the influence of these variables.*

*Method: This research uses a survey technique by distributing questionnaires, then the data or information obtained is processed by statistical methods using SmartPLS software. This explanatory research aims to test a theory or hypothesis to strengthen or reject a pre-existing theory or research hypothesis. The population in this study were lecturers at Muhammadiyah Universities in East Kalimantan, namely Muhammadiyah University of Berau (UM Berau) and Muhammadiyah University of East Kalimantan (UMKT), with the criteria that lecturers already have NIDN, working period  $\geq 1$  year, and lecturers are not currently on study assignment status. The data collection technique used a questionnaire with a Likert scale, and the data analysis technique used the Partial Least Square (PLS) approach and also conducted Multigroup Analysis to explore more in-depth information. The PLS method and Multigroup Analysis were chosen to comprehensively understand the relationship between the variables tested in this study.*

*Results and conclusion: The results showed that motivation has no significant effect on lecturer performance or career development. Besides, there is a significant difference between female and male lecturers in the effect of motivation on lecturer performance. Still, there is no significant difference between female and male lecturers in the effect of motivation on career development. Competence has a significant effect on lecturer performance and career development. Besides, there is no significant difference between female and male lecturers in the effect of competence on lecturer performance. Still, there is a significant difference between female and male lecturers in the effect of competence on career development. Organizational culture has no significant impact on lecturer performance or career development. Still, there are significant differences between female and male lecturers in the influence of organizational culture on lecturer performance, and there are significant differences between female and male lecturers in the influence of*

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*organizational culture on career development. Work environment has a significant effect on lecturer performance on career development. In addition, there is a significant difference between female and male lecturers in the effect of work environment on lecturer performance. Still, there is no significant difference between female and male lecturers in the effect of work environment on career development. Lecturer performance has an insignificant impact on the career development of lecturers at Muhammadiyah University in the East Kalimantan Region.*

*Implications of the research: This research has implications for developing Management Science, especially human resource management related to motivation, competence, organizational culture, work environment, lecturer performance and lecturer career development.*

*Originality/value: Recognition and appreciation of academic achievements and lecturers' contributions to increase motivation and developing competence in pedagogical skills and personality skills to improve career development, and there are differences in the career development performance of female and male lecturers.*

**Keywords:** *motivation, competence, organizational culture, work environment, lecturer performance, career development, gender.*

## **1 INTRODUCTION**

Higher Education is an optional final stage in formal education, both in the form of Universities, Colleges, Polytechnics, Institutes and Academies, as well as one of the instruments of national education, which is expected to become a center for organizing and developing higher education as well as maintaining, fostering and developing science, technology, arts, and as a center for human resource development which is at the forefront of preparing human resources to be able to compete in accordance with the functions of higher education listed in Law Number 12 of 2012 Article 4 in which higher education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. Developing an innovative, responsive, creative, skilled, competitive, and cooperative academic community through the implementation of Tridharma, developing Science and Technology by paying attention to and applying Humanities values, developing an innovative, responsive, creative, skilled, competitive, and cooperative Academic Community through the implementation of Tridharma, developing Science and Technology by paying attention to and applying Humanities values, Arrohmattan (2022) explains that education does not only focus on mastering knowledge in theory but must be able to have a positive impact on community culture through good character (Arrohmattan et al., 2012). Through education it also aims to increase student literacy as a social attitude and part of a culture (Rosnelli & Ristiana, 2023).

Lecturers as members of the Academic Community, have the task of transforming the Science and/or Technology they master to students by creating an atmosphere of learning and learning so that students actively develop their potential. There is a need for a tool or system for assessing students according to their characteristics (Suhartini et al., 2023). Learning using a special approach will also improve students' abilities (Ritonga et al., 2022). Cultural differences and methods are a significant difference (Sujarwo et al., 2023). LaRocco & Bruns, (2006) state that one variable that can affect performance and career development is the level of education. So it can be a concern that lecturers must be able to improve the quality of their education to improve performance. In the East Kalimantan region, public and private universities have excellent quality in producing nation's children who have adequate abilities to enter the world of work. In recent years, two universities under the auspices of Muhammadiyah Universities have been established

in the East Kalimantan region, namely Universitas Muhammadiyah Berau (UM Berau) and Universitas Muhammadiyah Kalimantan Timur (UMKT). UM Berau was initially established as the Muhammadiyah Academy of Management (AMM) Tanjung Redeb in 1991 and later transformed into the Muhammadiyah College of Economics Tanjung Redeb (STIE Muhammadiyah Tanjung Redeb) in 1994. In 2019, STIE Muhammadiyah Tanjung Redeb proposed a change to become Universitas Muhammadiyah Berau and added several study programs.

Data at Muhammadiyah University of East Kalimantan Region, as many as 273 lecturers have Master's educational qualifications, and 25 lecturers have Doctoral educational qualifications. This data shows that most lecturers' qualifications are at the undergraduate level (S2). Therefore, one of the efforts made to improve the quality of lecturers at Muhammadiyah University of East Kalimantan Region is to improve lecturer education to a higher level. In addition to educational qualifications, the ability and professionalism of a lecturer can also be seen from his functional position. Law Number 14 of 2005 Article 45 states that lecturers must have academic qualifications, competence, teaching certificates, and physical and spiritual health. Based on Government Regulation and Minister of State Apparatus and Bureaucratic Reform Letter Number 17 and 46 of 2013, all permanent lecturers are required to have functional positions. However, 111 lecturers at Muhammadiyah University of East Kalimantan do not have functional positions, and 273 lecturers still have S2 / Masters education. This illustrates that the Tridharma performance of lecturers at the Muhammadiyah University of East Kalimantan Region is still relatively low (Sheikhi et al., 2015). The low performance of lecturers will certainly have an impact on the achievement of university development and career development of the lecturers themselves, besides that gender differences between men and women are also often a polemic along with the issue of discrimination in the female gender, which has an impact on career barriers (Harmein, 2022).

Based on the background of the problem, the research will analyze and prove the influence of competence motivation, organizational culture, and work environment on lecturer performance and career development of lecturers at Muhammadiyah University of East Kalimantan Region and place gender to find differences between male and female lecturers in the relationship between the influence of these variables at Muhammadiyah University of East Kalimantan Region.

## 2 LITERATURE REVIEW

According to Dessler (2013:15), human resource management includes the process of hiring, training, appraising, and compensating employees, as well as managing labor relations, health, safety, and justice issues. As explained by Robbins and Judge (2013:34), human resource management focuses on attracting, hiring, training, motivating, and maintaining employees. According to Rivai (2018: 15), human resource management is part of general management which is focused on managing human resources. In carrying out its activities, human resource management has managerial and operational functions that are similar to general management functions in carrying out organizational tasks.

### 2.1 Motivation

Need theories, particularly Maslow's Hierarchy of Needs, explain that individuals have different levels of needs. Maslow's Hierarchy of Needs consists of five levels of needs: physical, safety, social, esteem, and self-actualization. In the context of lecturer motivation and performance, fulfilling these needs can affect their motivation toward performance. When these needs are met, lecturers are highly motivated to achieve optimal performance. Motivation has a relationship with a person's behavior at work, motivation encourages enthusiasm and makes employees act and do something.

Sardjana et al. (2019) research aims to partially and simultaneously analyze the effect of remuneration, work discipline, and motivation on employee performance. This study uses descriptive and quantitative methods with linear regression. The sampling technique used was Stratified Random Sampling with a sample of 68 employees. The results showed that: 1) Remuneration has a significant effect on discipline, 2) remuneration has a significant effect on motivation, 3) discipline has no significant effect on performance, 4) motivation significantly affects performance; 5) remuneration affects employee performance, 6) remuneration, discipline, and motivation affect employee performance simultaneously.

Previous research is in line with the research conducted by (Gani et al., 2018; Salman & Zubair, 2016) which states that motivation has a significant positive effect on performance, but in contrast to research conducted by (Jusmin et al., 2016; Kim & Lee, 2018; Permana et al., 2019) which states that motivation has no significant effect on employee performance. In addition to motivational factors that affect employee performance, motivation also affects a person's career. Qodriah et al. (2019) aim to find empirical evidence and clarity about the influence of personality phenomena and motivation on career success, both partially and simultaneously, based on self-leadership theory. In addition, it is also to determine whether there are personality differences, motivation for career success between men and women. The unit of analysis is lecturers in the Cirebon region. The number of samples was 120 people. The method used is a descriptive and verification method. To test the model and hypothesis used, regression analysis. The results showed that personality and motivation affect career success. The influence of personality and motivation together affect career success. There is no difference in personality, or motivation for career success between men and women in college.

## 2.2 Competency

Competency theory suggests that competence combines knowledge, skills, attitudes, and personal characteristics relevant to a particular task or job. In this case, lecturer competencies include in-depth academic knowledge, good teaching skills, effective communication skills, expertise in managing learning, and the ability to provide constructive feedback and evaluation.

Research conducted by (Tining Kusumandari & Silitonga, 2018) with the title *The Effect of Communication and the Ability of Employee Performance through Motivation in PT CGGS Indonesia*, states that entering the 21st century is a must for the business world that a wave of globalization is happening, every country must participate or be forced to participate in the global trade arena. On the other hand, human resources in the company's business field are important in achieving company goals to keep up with this global trade competition. This study aims to analyze the effect of communication and workability on employee performance through motivation. The results showed that the motivation variable as an intervening variable could be proven perfectly that the motivation variable provides an indirect effect of communication variables on employee performance and ability variables on employee performance. This statement is evidenced by the magnitude of the indirect effect of communication on employee performance and ability on employee performance through motivation identified as an intervening variable.

Aprilia (2018) states that the ASEAN Economic Community (AEC) is a major issue in the world of tourism, especially for the hospitality industry. The quality of human resources is an important aspect of facing AEC. Therefore, employee performance is very important to pay attention to the suitability of low performance which several problems of employee ability and work motivation can influence. The results showed an influence between workability variables and work motivation variables on employee performance, in line with research conducted by (Jasiyah, 2018; Manik & Sidharta 2017; Sinabariba et al., 2018).

Research conducted by Ng & Feldman (2010) examined the mediating process through which human capital (e.g., education and work experience) contributes to objective indicators of career success. The researcher was explicitly interested in how cognitive ability and mindfulness help explain the process by which human capital translates into performance effectiveness and tangible career achievements. Results from the structural equation modeling meta-analysis indicated that cognitive ability and individual mindfulness mediate the effects of education and organizational tenure on performance. Ultimately, performance plays an extra role in positively influencing employees' salaries and promotions and has a role for career success.

### 2.3 Organization Culture

Schein & Schein (2016) state that patterns form in organizations over time, including norms, values, expectations, and patterns of communication and behavior shared by organizational members. Organizational culture strongly influences the performance, motivation, and behavior of organizational members. Organizational Culture results from the interaction between top management's assumptions and shared vision of cultural values and human behavior and what the organization's employees learn from their own experiences. Managers relate organizational culture and employee performance to each other as they help in providing a competitive advantage to the organization. Therefore, organizational culture plays an important role in improving employee performance. Organizational culture should bind all the members and employees of the organization as this will encourage uniformity among the members and increase commitment, group efficiency, and overall employee performance (Narayana, 2017).

Research conducted by (Husin & Johari, 2016; Lolowang et al., 2019; Nami Nasution et al., 2018; Shahzad, 2014) revealed that organizational culture significantly positively affects employee performance. Meanwhile, research conducted by (Ahammad et al. 2016; Girsang, 2019; Saleh, 2017) states that organizational culture does not affect employee performance.

Every employee must be able to work effectively and efficiently in completing their work, and be able to show good quality and quantity of work to develop organizational competitiveness. Work motivation and inventory management must also be improved to improve the work climate. In other words, improving career development can be done by improving the three variables: work climate, work motivation, and organizational culture (Firman et al., 2019). Research (Adabi & Muchtar, 2018; Ravindran & Baral, 2014) reveals that organizational culture affects career development.

### 2.4 Work Environment

In the context of the relationship between the individual and the work environment, the Theory of Work Adjustment suggests that the fit between the individual and the work environment is key to achieving good adjustment. The theory highlights the importance of considering individual needs, values and preferences in designing a supportive work environment. Organizations can improve individual adjustment, job satisfaction, motivation, and overall performance by providing appropriate job characteristics, adequate resources, social support, and autonomy.

Kusumadewi et al. (2018) conducted a study entitled *The Effect of Leadership Style, Work Environment on Job Satisfaction and Employee Performance at PT. Khrisna Multi Lintas Cemerlang*. The results showed that the work environment positively and significantly affected employee performance. Putri et al. (2019) found that a conducive and comfortable work environment can increase employee morale, performance, and discipline. A comfortable work environment, adequate facilities, and good employee relationships affect employee performance. The purpose of this study was to investigate (1) the effect of work environment on employee performance, (2) the effect of work environment on work discipline, and (3) whether work discipline mediates the effect of

work environment on employee performance. Previous research in line with research conducted by (Girdwichai & Sriviboon, 2020; Juliarti et al., 2018; Nguyen et al., 2015) stated that the work environment has a positive effect on employee performance, while research conducted by (Kenyi & John, 2020; Kristanti & Pangastuti, 2019; Yumi, 2013) revealed that the work environment does not affect employee performance.

The work environment affects career success, it was revealed by (Wang et al., 2019) where the purpose of the research conducted to determine career success and work environment among nurses with master's or doctoral degrees and analyze the influence of the work environment on their career success. Hierarchical regression analysis shows that the work environment positively correlates with career success for three of the four subscales.

### 2.5 Lecturer's Performance

Expectancy Theory suggests that individual performance on the job is influenced by three main factors: individuals' expectations of desired outcomes, the instrumentality of individuals' beliefs that their efforts will result in good performance, and the valence or value individuals place on those outcomes. According to this theory, individuals will tend to be high performers if they have high expectations of achieving desired outcomes, believe that their efforts will lead to good performance, and perceive those outcomes as high value. Expectancy Theory explains how individuals' perceptions of expectancy, instrumentalization, and valence contribute to their motivation and performance in an organizational context. Slamet (2018) researched the Influence of motivation and job satisfaction on performance and its Impact on lecturer careers. The results showed that performance has a positive influence on careers. Another explanation in the study also revealed that it cannot be denied that lecturers, in carrying out their duties and obligations, are always related to the duties of the Tri Dharma of Higher Education (PT). If someone loves their job, they will do the job duties optimally. This will certainly be balanced and realized in performance, so it is not surprising that the lecturer's performance will affect his career.

Research conducted by Van Scotter et al. (2000) also revealed that Air Force mechanics sampled in the study supported the hypothesis that contextual performance affects career advancement and rewards over time. Hierarchical regression results controlling for experience showed task performance and contextual performance predicted systemic rewards. Each facet explained a separate variance in promotability ratings over 2 years. This research is also in line with research conducted by (Abutayeh, 2017; Lumpkin, 2014), which states that performance positively influences performance.

### 2.6 Gender

Research conducted by Hanafi & Syah (2019) aims to analyze the effect of job satisfaction and work motivation on employee performance and to determine the role of gender and duration as demographic factors that moderate the relationship between job satisfaction, work environment, work motivation, and employee performance. The results of this study concluded that job satisfaction and work motivation significantly affect employee performance. Demographic factors that are moderating impact employee performance, but the exception is that the male gender is not better than the female in terms of job satisfaction and work motivation on employee performance.

Research conducted (Iskamto et al., 2020) on the impact of Entrepreneur Performance (EP) from the aspect of Entrepreneur Competence (EC). The identified EC dimensions are opportunity competence, organizing competence, strategic competence, relationship competence, commitment competence and conceptual competence. This essay attempts to illustrate how EC and measurement affect the success of entrepreneurs with gender as a moderator. Alwi & Sawitri, (2022) also researched organizational culture on performance with gender (employee gender diversity) as a moderating variable.

Dolan et al., (2011) conducted a study to analyze the effect of work motivation on career development moderated by gender. The findings showed a positive relationship between individual motivation and career success for men, but not necessarily for women; this supports the hypothesis that gender moderates this relationship. Women seek a more secure career orientation than their male counterparts. In addition, women have shown that their career success is more related to feminine themes such as achieving work-family balance. These findings are in line with previously published results in other countries where female engineers have a career orientation with a preference for work-family balance and job stability.

### 3 METHODS

This research uses a survey technique by distributing questionnaires, then the data or information obtained is processed by statistical methods using SmartPLS software (Sekaran, 2017). This explanatory research aims to test a theory or hypothesis to strengthen or reject a pre-existing theory or research hypothesis. The population in this study were lecturers at Muhammadiyah Universities in East Kalimantan, namely Muhammadiyah University of Berau (UM Berau) and Muhammadiyah University of East Kalimantan (UMKT) totaling 246, with the criteria that lecturers already have NIDN, work period  $\geq 1$  year. Lecturers are not currently on study assignment status, and there were 210 people as research samples. The data collection technique used a questionnaire with a Likert scale, and the data analysis technique used the Partial Least Square (PLS) approach. Data were analyzed using multi-group analysis techniques, which examine separate groups of respondents to determine whether there are differences in model parameters between groups (Hair et al., 2019).

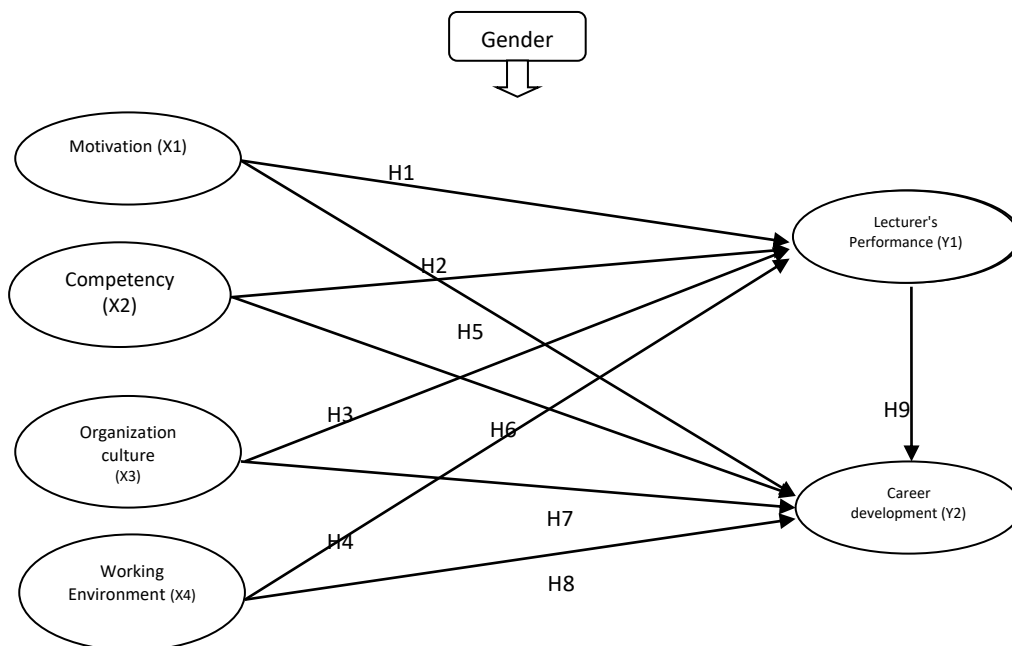


Figure 1 Conceptual framework of the research

Based on Figure 1 of the research conceptual framework, the hypotheses tested in this study are, H1: Motivation has a positive and significant effect on the performance of Lecturers of Muhammadiyah University of East Kalimantan Region. H2: Ability has a positive and significant effect on the performance of Muhammadiyah University of East Kalimantan Region Lecturers. H3: Organizational Culture has a positive and significant effect on the performance of Muhammadiyah University of East Kalimantan Region Lecturers. H4: Work Environment has a positive and significant effect on the performance of Muhammadiyah University of East Kalimantan Region Lecturers. H5: Motivation has

a positive and significant effect on the career development of lecturers at Muhammadiyah University in the East Kalimantan Region. H6: Ability has a positive and significant effect on the career development of Muhammadiyah University of East Kalimantan Region Lecturers. H7: Organizational Culture has a positive and significant effect on the career development of Lecturers at Muhammadiyah University in East Kalimantan Region. H8 : Work Environment has a positive and significant effect on the career development of Lecturers of Muhammadiyah University in East Kalimantan Region. H9: Performance has a positive and significant effect on the career development of lecturers at Muhammadiyah University in East Kalimantan. H10: There are differences between male and female lecturers in terms of the relationship between the variables of motivation, competence, organizational culture, and work environment on the performance of lecturers at the Muhammadiyah University of East Kalimantan. H11: There are differences between male and female lecturers in terms of the relationship between the variables of motivation, competence, organizational culture, and work environment on the career development of lecturers at Muhammadiyah University of East Kalimantan Region.

#### 4 RESULTS

Hypothesis testing is carried out after the model built in the study meets the criteria for testing the measurement model (outer model) and structural model (inner model). Hypothesis testing is done by checking the path loading, path coefficient value, and probability value or p-value. For significance testing with an error rate of  $\alpha = 5\%$ , the p-value  $< 0.05$ .

Table 1 Analysis and Hypothesis Testing Results Table

	Hypothesis	Original Sample	P Values	Score Interpretation
H1	Motivation -> Lecturer's Performance	0,116	0,186	Positive insignificant
H2	Competency -> Lecturer's Performance	0,217	0,045	<b>Positive Significant</b>
H3	Organization Culture -> Lecturer's Performance	0,114	0,250	Positive insignificant
H4	Work Environment -> Lecturer's Performance	0,309	0,002	<b>Positive Significant</b>
H5	Motivation -> Careers Development	0,128	0,091	Positive insignificant
H6	Competency -> Careers Development	0,234	0,003	<b>Positive Significant</b>
H7	Organization Culture -> Careers Development	0,115	0,204	Positive insignificant
H8	Work Environment -> Careers Development	0,446	0,000	<b>Positive Significant</b>
H9	Lecturer's Performance -> Careers Development	0,038	0,573	Positive insignificant

Source: Data processing using SmartPLS, 2023.

Based on the table above, the results of hypothesis testing can be explained as follows:

(1) Motivation has a positive and insignificant effect on the performance of lecturers at Muhammadiyah University in East Kalimantan Region. The effect of motivation on lecturer performance through the coefficient path is 0.116 and p-values 0.186. This value does not support the first hypothesis, which states that motivation has a positive and insignificant effect on the performance of lecturers at Muhammadiyah University of East Kalimantan Region, thus, it can be concluded that H1: rejected. (2) Competence significantly positively affects the performance of lecturers of Muhammadiyah University of East Kalimantan Region. The effect of competence on lecturer performance through



the coefficient path is 0.217 and p-values 0.045. This value supports the second hypothesis which states that competence has a positive and significant effect on the performance of lecturers at Muhammadiyah University of East Kalimantan. Thus it can be concluded that H2: accepted. (3) Organizational culture has a positive and insignificant effect on the performance of lecturers at Muhammadiyah University of East Kalimantan Region. The effect of organizational culture on lecturer performance through the coefficient path of 0.114 and p-values 0.250, this value does not support the third hypothesis which states that organizational culture has a positive and significant effect on the performance of lecturers at Muhammadiyah University of East Kalimantan Region, thus it can be concluded that H3: rejected. (4) The work environment has a significant positive effect on the performance of lecturers at Muhammadiyah University of East Kalimantan Region. The effect of the work environment on lecturer performance through the coefficient path of 0.309 and p-values of 0.002, this value supports the fourth hypothesis which states that the work environment has a positive and significant effect on the performance of lecturers at Muhammadiyah University of East Kalimantan Region, thus it can be concluded that H4: accepted. (5) Motivation has a positive and insignificant effect on the career development of Muhammadiyah University of East Kalimantan Region. The effect of motivation on career development through the coefficient path of 0.128 and p-values of 0.091, this value does not support the fifth hypothesis which states that motivation has a positive and significant effect on the career development of Muhammadiyah University of East Kalimantan Region, thus it can be concluded that H5: rejected.

(6) Competence significantly positively affects the career development of Muhammadiyah University of East Kalimantan Region. The effect of competence on career development through the coefficient path of 0.234 and p-values of 0.003, this value supports the sixth hypothesis which states that competence has a positive and significant effect on the career development of Muhammadiyah University of East Kalimantan Region, thus it can be concluded that H6: accepted. (7) Organizational culture has a positive and insignificant effect on the career development of Muhammadiyah University of East Kalimantan Region. The effect of organizational culture on lecturer performance through the coefficient path of 0.115 and p-values of 0.204, this value does not support hypothesis seven which states that organizational culture has a positive and significant effect on the career development of Muhammadiyah University of East Kalimantan Region, thus it can be concluded that H7: rejected. (8) The work environment significantly positively affects the career development of Muhammadiyah University of East Kalimantan Region. The effect of the work environment on career development through the coefficient path of 0.038 and p-values of 0.000, this value supports hypothesis eight which states that the work environment has a positive and significant effect on the career development of Muhammadiyah University of East Kalimantan Region, thus it can be concluded that H8: accepted. (9) Lecturer performance has a positive and insignificant effect on the career development of Muhammadiyah University of East Kalimantan Region. The effect of lecturer performance on lecturer performance through the coefficient path is 0.115 and p-values 0.573, this value does not support hypothesis nine which states that lecturer performance has a positive and significant effect on the career development of Muhammadiyah University of East Kalimantan Region. Thus it can be concluded that H9: is rejected. Hypothesis 10 and Hypothesis 11 use multi group analysis to see the difference between lecturer performance and lecturers career development. Table 2 summarizes the Multigroup Analysis of Lecturer Performance and Career Development.

Table 2 Multigroup Analysis Result

	Variable	Total Effect	Lecturer's Performance			Total Effect	Careers Development	
			Women	Man			Women	Man
H10	Motivation (X1)	0,306	Significant	Not Significant	H11	-0,114	Not Significant	Not Significant
	Competency (X2)	-0,004	Not Significant	Not Significant		-0,272	Not Significant	Not Significant
	Organization culture (X3)	0,306	Significant	Not Significant		0,250	Significant	Not Significant
	Work Environment (X4)	-0,470	Not Significant	Significant		0,038	Significant	Significant

Source: Data processing using SmartPLS, 2023.

Based on the summary of the Multigroup Analysis results in Table 2, it shows that there are differences between female and male lecturers in the influence of the relationship between motivation, competence, organizational culture and work environment variables on lecturer performance and career development in carrying out work.

## 5 DISCUSSION

Motivation has a positive but insignificant effect on the performance of Muhammadiyah University of East Kalimantan Region lecturers. The results showed that motivation based on Maslow's Theory, which emphasizes basic human needs such as physiological needs, security, social, appreciation, and self-actualization, could not significantly improve lecturer performance. This can be caused by several other factors that affect lecturer performance and make motivation based on Maslow's Theory irrelevant to be used as an effective measure of motivation towards lecturer performance, a more complex and integrated approach to motivation is needed, which involves a combination of various motivational theories, such as Hope Theory or Justice Theory, to improve lecturer performance effectively.

Competence has a significant positive effect on the performance of lecturers at Muhammadiyah University in East Kalimantan Region. The results of the analysis mean that the higher the competence of lecturers, the higher the performance they produce which can impact the quality of education. Competence measured through pedagogical ability, professional ability, personal and social ability can provide an overview that the competence possessed by current lecturers has created good performance.

Organizational culture has an insignificant positive effect on lecturer performance. This indicates that although organizational culture can provide some benefits to lecturer performance, its influence is not so strong that it does not have a significant impact overall, but a strong organizational culture will motivate a lecturer to be active in campus activities which will ultimately improve his performance. A good organizational culture that is responded to or perceived by lecturers with positive or good perceptions can lead to better work enthusiasm and motivation.

The work environment has a significant positive effect on lecturer performance. This can be interpreted that the condition of a pleasant and satisfying work environment for lecturers, where they feel comfortable and happy in carrying out their duties, has an important role in improving the performance of lecturers at Muhammadiyah University of East Kalimantan Region. The results of the validity analysis of the work environment show that the supportive working atmosphere and obtained the highest score, indicating that it needs to be maintained in creating a work environment that supports collaboration

and cooperation between lecturers and coworkers. Lecturers have felt supported in working activities, creating harmonious relationships with coworkers and a positive and productive work atmosphere.

Motivation has a positive and insignificant effect on a lecturer career development. These results indicate a positive relationship between motivation and lecturer career development. The results can also mean that the higher the level of motivation of lecturers, the more likely they will engage in self-development activities to enhance their academic careers. Despite the positive effect, the test results show that the effect is not statistically significant. That is, differences in lecturers' level of motivation do not significantly affect their level of career development.

The test results show that competence significantly affects the career development of lecturers at Muhammadiyah University of East Kalimantan Region. This can be interpreted that competence, measured by pedagogical, professional, personality, and social ability, has an important role in improving the career development of lecturers at Muhammadiyah University of East Kalimantan Region. The results also illustrate that the relationship between competence and lecturer career development shows that lecturer competence in pedagogical ability can impact career development indicators, namely Professional ability development. Lecturers with good pedagogical abilities tend to develop clear career goals and can achieve them by improving their teaching skills by attending training, innovating in learning and continuing their education to a higher level.

Organizational culture has a positive and insignificant effect on lecturer career development. These results indicate a positive relationship between organizational culture and lecturer career development. The test results show that although there is an indication that the stronger the organizational culture in the college or faculty where the lecturer teaches, the better the career development of the lecturer, the difference in the career development of lecturers is not large or clear enough to be considered a statistically significant influence. This could be due to various factors, such as individual variations in career development efforts, differences in career development policies in colleges or faculties, or other factors.

The test results show that the work environment significantly positively affects the career development of lecturers at the Muhammadiyah University of East Kalimantan Region. This can be interpreted that the work environment plays an important role in improving the career development of lecturers at Muhammadiyah University of East Kalimantan Region. The results also illustrate that the support of a conducive, positive work environment, including support from coworkers, leaders, and adequate facilities, makes an important contribution to improving the career development of lecturers.

Based on multigroup analysis, it was found that there are differences between female and male lecturers in terms of motivation, competence, organizational culture and work environment on the performance of lecturers of Muhammadiyah University of East Kalimantan Region. Female lecturers have a greater influence of motivation than male lecturers on their performance. There is no significant difference between female and male lecturers in the influence of competence on lecturer performance. However, male lecturers have a slightly higher path coef. Value, this difference is not statistically significant. There is a significant difference between female and male lecturers in the influence of organizational culture on lecturer performance. Female lecturers have a greater influence of organizational culture than male lecturers on their performance. There is a significant difference between female and male lecturers in the influence of work environment on lecturer performance. Male lecturers have a greater influence of the work environment than female lecturers on their performance.

Based on multigroup analysis, it was found that there are differences between female and male lecturers in terms of motivation, competence, organizational culture and work environment towards the career of lecturers of Muhammadiyah University of East

Kalimantan Region. There is no significant difference between female and male lecturers in the influence of motivation on career development. There is a significant difference between female and male lecturers in the influence of competence on career development. Male lecturers have a stronger influence of competence on career development than female lecturers. There are significant differences between female and male lecturers in the influence of organizational culture on career development. Female lecturers show a stronger influence of organizational culture on career development than male lecturers. There is no significant difference between female and male lecturers in the influence of work environment on career development. Although female lecturers have a slightly higher influence of the work environment than male lecturers, this difference is not statistically significant.

## 6 CONCLUSIONS

Based on the research, it can be concluded that motivation has no significant effect on lecturer performance or on career development, besides there is a significant difference between female and male lecturers in the effect of motivation on lecturer performance, but there is no significant difference between female and male lecturers in the effect of motivation on career development. Competence has a significant effect on lecturer performance and on career development. Besides, there is no significant difference between female and male lecturers in the effect of competence on lecturer performance. Still, there is a significant difference between female and male lecturers in the effect of competence on career development. Organizational culture has no significant impact on lecturer performance or career development. Still, there is a significant difference between female and male lecturers in the effect of organizational culture on lecturer performance. There is a significant difference between female and male lecturers in the effect of organizational culture on career development, and work environment significantly affects lecturer performance on career development. In addition, there is a significant difference between female and male lecturers in the effect of work environment on lecturer performance. Still, there is no significant difference between female and male lecturers in the effect of work environment on career development. Lecturer performance has an insignificant impact on the career development of lecturers at Muhammadiyah University in the East Kalimantan Region.

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